93-48

# **FAX TRANSMITTAL**

# Department of Communication University of California Santa Barbara, CA RECEIVED

FAX # 805-893-7102

JUL 3 1996

FEDERAL COMMUNICATIONS COMMISSION Alan Baucum OFFICE OF SECRETARY FAX Number: 202 418 - 2053 From: Dale Kunke 805 This transmission consists of \_\_\_\_\_ pages after this cover page MESSAGE:

2

TIER NTWK

# 9 = Missing Data

#### Coding Guide

#### I. Programs Claimed

#### 1. Program scheduling

SCHED

A) regularly scheduled

2 B) not regularly scheduled (includes specials, movies)

3 = NA (NI) 2. Program length

LENGTH

A) 30 minutes

2 B) 60 minutes

TD) 120 minutes

5 E) less than 38

6 F) more than 120

⟨o⟩ F) more than 120 7 G) other (indicate)

8 = NA (NI)

3. Program frequency - number of times aired per week

FREQ

A) 0 - not regularly scheduled

2 B) 1

3 C) 2

4 D) 3 5 E) 4

G) 6 (More than 5)

I) More than 8 (indicate)

4. Program day aired

DAY

A) weekday

2 B) weekend day

3 C) both

4 - HA (NI)

TIME

5. Program time aired

A) early - 5 am through 6:30 am start time

B) morning - 7 am through 11:30 am start time
C) afternoon - 12 noon through 5:30 pm start time

† D) evening - 6 pm through 9:30 pm start time 5 E) late night - 10 pm through 4:30 am start time

6 F) unknown

7 G) other - multiples (explain)

8 = NA (NI)

6. Program specifically designed

SPUDES

A) yes, specifically designed

2 B) no, not specifically designed

3 = NA (NI)

N/Wer Independent

1 = ABC

2 = CBS

B(3 = FOX

4 = NBC

5 = Indep

Tier

3=51-100

4=101+

7	Program	target	audience
٠.	11051011		T T T T T T T T T T T T T T T T T T T

A) pre-school only (2-5)

B) school aged only (6-12)
C) adolescents only (13-16)

† D) child general (2-16)

5 E) A and B only

F) B and C only

7 G) general grand.

3 H) does not specify

#### 8. Program production

A) program locally produced

2 B) program not locally produced or CT

3 = NA (NI)

9. Programmakes any claims of educational value

EDU CH15

1 A) yes

2 B) no

4= n/a

# IF A, GO ON TO ITEM 10. IF B, SKIP TO PART II

10. FCC definition of educational programming

FCCDEF

- A) program description includes claims that use specific language from the FCC's definition of educational programming [cognitive/intellectual or social/emotional]
- B) program description includes claims that can be interpreted as fitting the FCC's definition of educational programming [cognitive/intellectual or social/emotional]

C) program description includes no claims in the areas of cognitive/intellectual or social/emotional (posit deres general daims)

- nla IF A OR'B, GO ON TO ITEM 11. IF C. SKIP TO PART II.

11. Program fulfillment category

*PROBFULF* 

- A) cognitive/intellectual
- 2 B) social/emotional
- 3 C) both

4 = n/a

#### UNIVERSITY OF CALIFORNIA, SANTA BARBARA

BERKELEY . DAVIS . IRVINE . LOS ANGELES . RIVERSIDE . SAN DIEGO . SAN FRANCISCO



SANTA BARBARA . SANTA CRUZ

DEPARTMENT OF COMMUNICATION

SANTA BARBARA, CALIFORNIA 93106

February 2, 1996

Mr. Roy Stewart Chief, Mass Media Bureau Federal Communications Commission 1919 M Street N.W. Washington, DC 20554

Dear Mr. Stewart:

Enclosed is my response to your letter of October 25 requesting additional information regarding my study of children's educational programming. I apologize for the delay in my reply. My role as the principal investigator at the University of California, Santa Barbara site for the National Television Violence Study (commissioned by the NCTA) has required extraordinary time and attention during the last several months. This new violence research is arguably the largest and most sophisticated project ever conducted in the area, and the push to finish our first-year report has monopolized my efforts until its completion in the last few weeks. The initial report will be released publicly on February 7

I reiterate below the five questions you posed in your letter, indicating my response to each item.

#### **Question 1**

Please provide a list of the stations in your sample (as referenced in pages 2-3 of your study). Please include, for each station, the station's channel number, call letters, and the market's name and rank

The information requested is provided in Appendix A A copy of Appendix A is enclosed.

#### **Ouestion 2**

Please explain the extent to which you believe your sample of stations to be representative of commercial broadcast television stations in the U.S.

My reply comments in the current children's television proceeding, submitted to the Commission on November 20, 1995, address this issue at length. I will briefly summarize here the key points from that document, and refer you to the full text of my reply comments for further elaboration.

The generalizability of any study is dependent upon the sampling strategy employed. A randomly selected sample, such as was gathered for my study, is devoid of any selection bias and therefore holds the strongest possible claim to be representative of a given population of interest. In contrast, studies that do not sample randomly (such as a survey that relies on a partial response rate) suffer selection bias. Without random sampling, systematic differences are likely to exist between the sample group and the overall population of interest, biasing the results of such research.

Sample size is of much less significance than sampling strategy in determining the generalizability of a study. My study sampled 48 stations, which I would estimate to be at least 20% of the total number of commercial television renewals the Commission considers annually. This is a substantial base of subject stations upon which to draw conclusions about the broader population of interest.

#### **Ouestion 3**

For each station listed, please provide a hard copy of the data you collected that permitted you to make the calculations displayed in Tables 1-5. Also, if possible, please provide a copy of that data on a 3.5" disk in spreadsheet format (preferably using Excel for Windows).

For each station sampled in the study, coders completed a form in which they listed all programs claimed in the most recent quarter (3 month period). For each program, the coder then recorded judgments that described and/or categorized the content according to the framework indicated in the coding guide for the study. I have enclosed photocopies of the original data forms for each station included in the study, along with a copy of the coding guide which is necessary to translate the meaning (i.e., values of the variables) of the observations the coders recorded.

The information from these original data sheets was entered into computer files using SYSTAT software version 5.2.1 for Macintosh. SYSTAT is a common software package for statistical analysis in the social sciences. I have enclosed a copy of the original data files on a 3.5" diskette, and I have also provided a hard copy print-out of the data file. I am sorry that I cannot provide the data in the requested format, but I have neither a DOS/PC computer nor Excel software and thus lack the capability to fulfill your preferred request

#### Ouestion 4

If possible, for each program listed in response to question 3, please provide a program description that includes the purpose of the program, the characters in it, and typical program material or plot.

In order to reach the judgments recorded on the data sheets, coders reviewed and analyzed all documentation in each station's license renewal file according to a prescribed coding framework. The study did not gather or generate any information about program content such as is suggested in your question; that is, none of these questions were the focus of any coding analysis.

Moreover, even if the study *had* attempted to address any of these issues, it would have been impossible to do so in any systematic fashion from the information provided in the license renewal files. The lack of any uniform reporting requirement has led to a very uneven level of quality and degree of thoroughness in the descriptive information provided for each show claimed as educational. The present study is based solely on broadcasters' claims about their educational programming, and these claims do not necessarily address the information sought in this question. To provide an adequate response to this question would require a different study than the one I have submitted to the Commission and the information would have to be gathered from sources other than the FCC's license renewal files.

**Ouestion 5** 

Please identify the call letters and channel numbers of stations that did not report (as referenced at page 6 of your study) any claims of educational programming specifically designed for children.

The following stations were classified in my study as having claimed no content "specifically designed" to serve the educational needs of children in their license renewal applications: WFXV (Ch. 33, Utica, NY); WOLF (Ch. 38, Scranton PA); WTIC (Ch. 61, Hartford, CT); WNYW (Ch. 5, New York, NY).

The procedures for the study, stipulated on p. 3 of the report, established that:

All programming was categorized according to: (1) whether the licensee claimed the content as specifically designed for children; or as overall programming intended for general audiences, but which holds educational value for children ... Programs that lacked any indication of the "specifically designed" term or concept were categorized as general audience programming<sup>3</sup>.

Footnote 3. In order to be fair to broadcasters, we did not require explicit use of the term "specifically designed" in order for claims to be counted in this category. For example, if a station submitted two lists of programming, one titled "Core Programming" and another "Programs that Count Toward FCC Requirements," we would consider the core list as representing that station's "specifically designed" content. The essential element was that the station's report differentiated programming intended for general audiences from programming intended to educate/inform child audiences.

Please note that only programming claimed during the most recent quarter cited in the renewal application was considered for this variable. In addition, please note that a data analysis error for one station was identified in the process of reviewing the records for the study. One "Tier 2" station was erroneously included in the count of those claiming no educational programming specifically designed for children, despite the fact that some of its content was properly categorized as specifically designed. Adjusting for this error, the report in Table 1 of the overall "percentage of stations claiming none - 1994" should be 8.3% rather than 10% as was indicated. No other parts of the analyses are implicated by this error

The stations listed above lacked any clear indication that the programs they claimed toward fulfilling their Children's Television Act obligations were "specifically designed" to serve the educational/informational needs of children, and therefore all of their content was categorized in the study as overall programming that serves the educational needs of children. The implications of this judgment, however, apparently are not understood by the NAB, as evidenced in their reply comments in the current proceeding.

The NAB's reply comments offer a novel perspective on the issue raised by stations which fail to specify any of their programming claims as "specifically designed" to serve the educational needs of children. Such service is clearly and explicitly required by statute. Nonetheless, the NAB asserts that "There is no requirement that stations list separately or specifically denominate their specifically designed educational and informational fare from their overall programming that also

serves the educational and informational needs of children. Both 'count' under the Act and the Commission's rules do not require separate listings" (NAB Reply Comments at p. 6).

Technically, this may be an accurate interpretation. The Commission has established only the most minimal reporting requirements and has allowed broadcasters to "retain discretion with regard to the form in which these records are kept" (6 FCC Record No. 8, 2116 at para. 31). Nonetheless, it seems an incredible position to suggest that stations need not indicate in their claims to the Commission which of their children's programming efforts are "specifically designed," or indeed whether or not the station has provided any "specifically designed" service at all.

The Commission is responsible for insuring that stations provide at least some programming service to children that is specifically designed to serve their educational needs. Without any indication of such service from the station applying for renewal, how is the Commission supposed to ascertain whether this obligation has in fact been fulfilled? This concern is particularly salient given that other types of content can count toward partial fulfillment of the Act. The statutory requirement for specifically designed programming seems too fundamental to excuse a station that completely ignores the nature of this obligation in its claims to the Commission.

With that said, it is important to note that my study neither states nor implies that a station is required to categorize its "specifically designed" programming separately from its "overall" programming efforts, nor does it assert that stations which fail to do so are not in compliance with the Children's Television Act. The NAB has leveled the charge that:

Dr. Kunkel suggests that a great number of stations (10% of all stations by his count) are in non-compliance with FCC reporting requirements by not separately listing or denominating their specifically-designed educational and informational program offerings.

(NAB Reply Comments at pp. 5-6)

In fact, no such claim is included anywhere in my study The paragraph that reports these data reads as follows:

Reporting format. The study found that 10% of all stations did not report any claims of educational programming specifically designed for children. Programs were classified as "specifically designed" if they were included in a list using that heading submitted by the station or if they included any indication of this concept in a program description. Given that the Act is explicit in requiring at least some programming specifically designed for children, this finding reflects a surprising lack of appreciation of the regulatory requirements (emphasis added). At the same time, the 10% figure represents an improvement over 1992, when 21% of the stations surveyed either failed to specify that any of their content was specifically designed for children, or failed to distinguish specifically designed content from material intended for general audiences.

(Kunkel and Goette study, p. 6)

This is descriptive information, and it is all accurate. There is no assertion that these stations have violated the Commission's rules or have failed to comply with the Act's programming Mr.

obligations. The only contention is that they have failed to report any "specifically designed" content, which reflects a rather unsophisticated approach to documenting a station's service to children. One might reasonably worry that stations which fail to adequately document their service to children may be devoting the same level of care and attention to their programming efforts as they are devoting to their license renewal submissions.

A final point related to this issue of stations differentiating their "specifically designed" programming efforts involves an erroneous interpretation and criticism of my study contained in the NAB's reply comments in this proceeding. The NAB states:

Dr. Kunkel indicates that his study "counted" only programs denominated as "specifically designed educational and informational" (or similarly labeled) in the examined renewal applications, even though there is no FCC requirement to so denominate, or segregate, specifically designed educational and informational programming in the renewal submission. .... Thus the Kunkel Study apparently counted "zero" programs from 10% of the studied stations. (NAB Reply Comments at pp. 2-3).

This comment belies the facts of the study. Indeed, the methodological description included in the report indicates clearly that the study counted all programming claimed by each renewal applicant regardless of whether it was claimed as "specifically designed" or not. As indicated in the description of methods on p. 3, each program claimed "was categorized according to:

(1) whether the licensee claimed the content as specifically designed for children; or as overall programming intended for general audiences, but which holds educational value for children..."

The data reported in the study reflect this same categorical framework. Page 4 reports the finding that stations claimed an average of 3.4 hours per week of regularly scheduled, specifically designed content. Pages 6-7 report the finding that stations claimed an average of 1.0 hours per week of other (i.e., overall) regularly scheduled programming which also serves the educational needs of children. Given the clarity with which the report documents its format and design, I find it inexplicable that the NAB could offer the assertion indicated above.

I am troubled that in its apparent zeal to challenge my study because its findings do not fit their political agenda, the NAB has criticized me for conclusions which I do not draw and has also presented the Commission with factually erroneous descriptions of my research. No competent reader of this study could assert that my data were limited to programs designated as "specifically designed," or that stations which failed to claim such content would be counted as having "zero" hours of children's educational programming. Not only does the methodology section indicate clearly that all programs claimed were counted, but the findings also include a report of the programs claimed that were not "specifically designed" to serve children's educational needs. Indeed, this section is demarked by a major sub-head on page 6 of the report, which makes it a bit hard to miss as a major aspect of the research. I trust the Commission will hold parties accountable for comments such as these which misrepresent the evidence that has been submitted to help inform the agency in this proceeding.

In conclusion, I reiterate my apology for the delay in responding to the Commission's request for this information. I hope that the responses I have provided herein will assist the agency in its

efforts to evaluate the quality of the evidence that is represented by my research. I would be pleased to respond to any additional requests for clarification that may arise.

Sincerely yours,

Dale Kunkel, Ph.D.

pla Kunkel

Tracy Senter

Station: WHSE, indepring State: New Jersey

TIER: 1

	TIDA.	aggery grouphood on the Property of States and States	and the state of t				SOT.	trat.	proy.	edu	THE .	prog.
title		sch	Ingth	fra	91	tm	spac.	trot.	prod.	claims	def.	fulf,
'egelable So		4	Α	${\cal B}$	B	A	A	<b>ン</b>	B	A	B	B
Setting to ka	now Mex 2		A	B	B	A	A	D	B	A	<u> </u>	
resple of the	FIGH Light 13	A	Α	B	B	A_	A	<u>G</u>	B	A	$\mathcal{C}$	
The Childre	his Room XX	A	A	B	B	B	A	E	B	A	B	C
The Children	& Room	A	A	$\mathcal{B}^-$	13	5	1:		ठ	A	3	
he City that i	ory of About X-Mas	ら	A	D	B	A. ]	A	۵	B	Α	Ŗ	
Christmas	15 X0	B		D	В	В	A	D	B	B		
in Colebi	forciot , X		Ā	BBR	DE EN	B	A	DDC	BB.	A	C B	<u> </u>
PSA's	ХН	12	Section 2	<u> 1</u> 10	E	. <u>C</u>	Ą	90	<b>8</b>	A B		
total _4			1 1997	·								and the second s
spousins	<u> </u>											
	<u> </u>					TRALE MICHIGANI DE CONTRA PARA PARA PARA PARA PARA PARA PARA P					, a secondo de co	
show Seg. H	vg.		to the commence of the contract of the contrac									
Short Seg. A Spanson	r											
Von-Broadcas	+ Esfacts	and the state of t					20 Marin 18					
claims _	<u> </u>					manuscoppediate facts of the second		1 1900 00000000000000000000000000000				
valid claims	\$											100 (1)
bud. enbbar	7-12											
promotion 1												
support materia												
Immunaty	Assess. Yes			**************************************					CONTRACTOR OF COMPANY			
they inclu	ided what				The second							and place recovery at the state of the state
looks like	asad											
	or a comm.								an company on a set of a section of the section of			
Acsessment	1	_	·	1	A Commence of the Commence of							
CIDCAL Dro,	teacher opin	im a	150V+TV	1)	•	and a february of	e commence of the commence of	Clan	m a. 1	<i>-</i>		
and the second s			1980 Commission Code No. 200				congression and the	Com	i wa ki	2		

(2)	
ر کے)	

Station_\	NHSP
-----------	------

State\_NJ

Tier\_\_\_\_

Network or Independent

Coder\_TS

Title		sch	Ingth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.
Vegetable Soup	11/	Α	A	B	В	Α	A	D	B	A	B	C
Musical Encounter	13-	В	A	A	B	A	A	D	B	A	<u>C</u>	
Musical Encounter	134	В	4	A	B	A	Α	D	B	A	<u>C</u>	
Musical Encounter	144	B	A	A	B	A	A	D	B	A	<u>_</u>	,_,,
Mus Enounter	154	B	A	A	B	A	A	۵	B	A	<u></u>	
MUS. ENC.	164	B	A	A	B	A	A	٥	B	A	C	
mus enc	7 4	<u> </u>	A	A	В	A	A	D	B	Α		
Children's Room	184	A	Α	В	B	B	A	D	B	$A_{-}$	<u> </u>	and the second s
Grang to know MC People of the First Light Come Colobrate X-Mas	19	A	A	B	B	A	A	D	B	A	C	
People of the First Light	204	B	A	A	B	A	A	D	B	A		
Come Celebrate X-Mas	214	B	A	A	B	B	A	D	В	A	<u>C</u> .	
The City that Forgot Honey X Christmas IS	·MESY	B	A	A	В	B	A	A	3	B		
Christmas Is	230	B	A	A	B	E	A	り	B	A	C	
The City that Forgot X Mas	24	B	A	Α	B	<u></u>	A		B	8		
Land Control of the C		Elder Marrier and American Application	- Contract of the second of th			· ····································			and the second second second second			
Analysis and the remains an all shifted and the proposition of the Salada and		Pre-17-00-10-10-10-10-10-10-10-10-10-10-10-10-					and the state of t	and the Western				
		and the second seco										
		and the second second										
The second secon					Andrewski in the second se							

4th Q.: Oct. 93 - Lcc. 93
FCC License Renewal Files - Coder Forms

Station WRGB

Tier\_3 Network\_CBS or

Independent

Title	sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
Romper Room 25	A	A	B	В	NI	A	A	В	A	В	α	_ ~
Adventures in Wonderland 24	A	A	B	В	A	A	D	В	Α	B	B	100
Bill Nye, The Science Guy or	A	A	B	B	A	Α	D	В	Α	B	Α	1
The Little Mermaid 28	A	A	В	B	В	A	D	B	A	B	В	~
Beakman's World 29	A	NL	B	В	В	A	D	В	A	A	A	
CPS STOMBYRAK 30	A	N	B	В	A	Α	D	В	A	B	C	
Melodies of Christmas 31	B	2	Α	В	C	Α	b	A	A	<u> </u>		
Adventures w/ Madeline 32	B	B	A	B	B	A	D	B	B			$\mathbf{V}$
CBS Schoolbrak Special: "Other Mothers	B	B	Α	A	С	Α	D	B	A	B	B	V
CBS Schoolbreak Special: "IF I die 15		B	Α	Α	<u>C</u>	Α	D	В	Α	В	B	<b>/</b>
Mickey's Christmas Carol 34	B	B	Α	A	D	A	G	В	A	B	B	
Best of National Grographic 20	В	В	A	B	<u></u>	B	G	B				
The Wizard of OZ 37	В	D	Α	Α	D	B	G	B				
Dr. Quinn, Medecine Waman 30	A	B	B	B	D	B	G	B				
A Christmas Carol 3	B	D	A	A	D	B	G	B				
Scrook.	B	D	Δ	A	E	B	G-	B	, ,,			
An American Christmas Carol "	B	D	<u>A</u>	B	C	B	6	B				1
The Homecoming: A XMas Stons "	B	D	A	В	B	В	G	B				1
Roscue 911 3	B	В	_A	B	D	3	G	B				1
CBS Reports: who killed JFK. The Final Ch. "	B	D	Α	A	D	В	<u>G</u>	B				
Hall marke Hull of Fame: To Dance withe wh	B	D	A	В	D	B	6	B				#
CBS PEDIAS. PLB	3	D	A	A	D	B	G	B				

4	

Station	State	Tier	Network	or	Independent	Coder

Title	sch	Ingth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
A walten thanksgiving 47	B	D	A	13	D	В	6	B				]
Newscenter 6 48	A	AGB	J=17	C	G	B	G	B				1
Rudolph the Red Nosed Reindeers	Α	Α	H	C	D	B	6	B				
Ruddlyn the Red Nosed Reinheers	B	В	Α	Α	D	Α	G	В	A	B	<u> </u>	
Christman on DIMSIAM Street si	B	D	Α	Α	P	B	G	3				∦`
A Charlie Brown Christmas 52 Hallmark Hallor Jame: "O Pioneers" 53	B	A	A	A	D	A	6	B	B			ì
Hallmark Hallar Tamo: "O Pioneers" 53	B	D	Α	В	D	B	6	B				
												╝
												┨
·												
												1

- 4th Q: Oct 93 - Dec. 9.		4th	Q:	Uct 93	-Dec. 9.
---------------------------	--	-----	----	--------	----------

Station_WXXA	StateNY	Tier3	Network FOX	or	Independent	Coder
--------------	---------	-------	-------------	----	-------------	-------

Title	sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.
Real News Forkids 54	Α	A	В	В	B	A	Ď	В	A	C	
Real News For Kids 94 . lack Hanna's Animal Adventures	A	A	B	B	B	A	D	B	A	В	В
Jake's Attic 56	B	A	A	A	В	A	D	B	A	B	Α
1		- too	-								
	***************************************										
	CONTRACTOR OF The Contractor	And a state of the									
								<del> </del>		ļ	
				- Lineau e e e e e e e e e e e e e e e e e e					<b></b>		
								<del> </del>			
								<b></b>			
							<u> </u>	ļ	ļ		
				<b></b>		ļ		<del> </del>		<b></b>	
						<b></b>					

41h Q.: Od. 93 - Dec. 93 FCC License Renewal Files - Coder Forms

Station\_WBNG State\_NY Tier 4 Network CBS or Independent

I. Programs claimed

Title	sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
Actim News for kids 57	A	A	B	B	B	A	B	A	B			
Captain Planet 58	A	Α	B	B	B	A	E	B	A	B	B	\ <u>\</u>
Nick News sq	A	A	B	B	B	A	B	B	A	B	B	~
Marsini lami	A	A	B	-8	B	A						
Disney's the Letter Marmaid	OA	A	B	B	13	A	D	B	A	B	B	1
Southerd Friends	A	A	-8	8	-8	<b>A</b>						+
Teenage, Mulant Ninia Tuitles	F	4	3	- /3	AB	<del>/</del> A						1
Beakman's World	A	A	13	B	В	A	D	15	A	A	A	1
CBS Strombreak	A	A	В	B	B	A	D	B	A	B	C	
All New Derace the Menace	A	A	B	B	B	A						1
Cadillacs + Dino-aurs	B	A	4	B	AB	A						-
CBS School break Special: otherwise	B	В	A	A	C	A	$\mathcal{D}$	B	A	6	3	
	4B	B	A	A	Ç	A	$\mathcal{L}$	B	A	B	B	
CBS ": Two Teons 1 A Basy	5B	B	A	A	C	A	D	B	A	B	$\mathcal{B}$	~
Hallman Hall of Fame: To Dance w/ the Will	4B	D	A	B	カ	B	ф	B				1
Christmas an División Street	OB	D	A	A	D	B	6-	B				
	UB	A	A	A	D	A	G	B	*A 29 <del>-444</del>			<u> </u>
	6 B	$\mathcal{D}$	A	B	D	B	6	B			-	J L
	10 B	B	A	A	り	B	G	B	7 (p)			1
The Hamecomma A Christmus Stry	71 B	D	A	B	D	B	6	B				
	MB	B	Α	A	D	B	6	B				<b>/</b>
Farmland Castles	3B	A	Α	B	B	A	F	B	B			1

-> Sorry, these shows were listed only as CBS programs, but not under educational heading

Station	Chaha	m:	<b>81</b>		Ydo-mon-do-ma	Codes
Station	State	Tier	Network	or	Independent	Coder

Title		sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.
Prove 1+ Making a Difference 93 Making a Difference 93 The Competitive Edge The Oprah Wintray Shaw	74	B	A	A	B	B	A	F	B	A	B	A
Making a Difference 93	75	B	A	A	A	B	A	F	A	A	$\mathcal{C}$	
Maling a DIX, 93	76		A	A	B	B	A	F	A	B		
The Competitive Edge	77	B	<u>A</u>	A	A	D	A	<u></u>	1	B		
The Uppan Wintray Shari	85	D.	<u> </u>	/1	<i>F</i> 1		P <sub>2</sub>	6	-5			
Genillo	19	P,	19	7	A	()	13	(3	3			,
Genedo Richi Lake	90	B	B	A	<i>E</i> )	B	13	(4	3			
							and development to the control of th	and the state of t				
										ļ		
												ļ
	$\dashv$											
							<u> </u>					-

Station WICZ-TV State NY

Tier 134 = 4 Network NBC or

Independent

Coder\_HW\_

Title		sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.
Twinkle. The Dream Rei	220	A	A	B	B	B	A	ρ	13	B		
Twinkle, the Dream Bei Widget	221	Α	A	B	B	B	Α	D	3	A	A	B
Bill Nue the Science Gun	222	Α	A	B	B	<u>C</u>	Α	D	B	A	B	A
Saved by the 13cll	22	A	Α	B	NI	NI	A	D	B	B		
California Dreams	224	Ą	Α	B	NI	NJ.	A	Ω	3	3		
CULLIAN DONGE	225	<u> </u>	<u>A</u>	B	B	NI	B	6	_A_			
WICZ-TV New Programs (no)	2240											L
Blossom	201	A	NT.	B	MI	NI	13	6	8			
Against the Grain	228	<u>A</u>	NI	<u> </u>	NI	NI	B	5	2.			
Against the Grain	229	A	NI	13	NI	D	0	9	<u> </u>			a series
Charles Dickers David Coppe	239	B	D	Α	A	D	B	6	B			
Charles Dickers David Copper Good Cop., End Kid?	231	B	B	A	B	D	B	6	B			
												·
					Physical Constitution of the							
												<del></del>
								and the second s				
												<u> </u>

34		
Station WMGC - TV State	NY	

Network or Independent

# I. Programs claimed

Title		sch	Ingth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
ADULNTURYS IN WONDERLAND 8	31	A	A	B	B	B	B		B				~
CRO 8	2 ,	A	A	B	B	B	A	D	B	A	3	A	V
	3	A	A	B	В	$\bigcirc$	A	D	B	A	3	B	
		A	A	B	B	$\overline{C}$	A	D	B	A	B	B	~
7,00		A	A	B	B	C	A	D	B	A	B	B	-
ABC AFTERNOW SPECIALS	80	B	B	A	A	<u>_</u>	A	D	B	Α	A	B	-
ABENEWS SPICIAL: LIDS INTHE CLOSSFIPE	8)	B		A	B	3	A	D	B	A	Α	A	~
		$\mathfrak{G}$	Α	A	A	$\bigcirc$	B	D	B				
	84	5	A	A	A	0	B	Ω	3	,,			
MOME INPROVEMENT :	40	B	Α	A	Α	D	B	D	B		yprojektur-	,	~
BOY MESTS WORLD	41	B	A	A	A	D	B	0	B	_			~
10. 115125 1 110		B	A	A	B	P	B	0	B				~
AN ABC THINTRE PRESSINTATIO		B	0	A	B	0	B		B				-
ABC'S LIJPLD OF DISCOURPY	94	B	B	A	Δ	J	B	P	B				

Coder\_RS

FCC License Renewal Files - Coder Form	FCC	License	Renewal	Files -	Coder	Forms
--	-----	---------	---------	---------	-------	-------

Station_	W	<u> </u>	$\bigvee$	B	State_	NY
Station_	M	<u> </u>	$\overline{\Lambda}$	13	State_	MX

Tier\_Z

Network Com

Independent



Title	sch	Ingth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
10 10 10 100 1 100000 100000 95	A	A	5	f .	1	<i>چا</i>		E	A	$\subset$		
Pear the note of	<u> </u>	<i>/</i> \	(	1		Α	た	B	A	<		
BOKAPON NYA	/ / 1	A	$\mathcal{B}$	B	χ, ·	A	D	£	A		grander in charge and	レ
Disnoffice its parinter is in a	A	A	15.	E.	<i>F.</i>	A	<u>i)</u>		A			
CBS Harrinak	<i>p</i> 4	A	1-5	E	Λ	4	Ð	5	A	Ċ		ー
We Contact part 100	1		1/1	1 /	11	1	P	MDL.			,-1°	
Marie Marie William Wi	t .	N	NI	- 1	<u> </u>	N		N		101	17: 1	
Harris Carrier of Chamber			17	3/:	/V.	Įų į		111	1	NI	<u> </u>	
the property of the same of th		N.	i v			1/1		14		$f_{i+1}$	: /	
		Ŋ	. / :	/V	P7 7	2 24		[2]		173	· j	
	<del></del>	N/	<u> </u>	<u> </u>	<u> </u>	1/		N:	<u> </u>	ĵi		
Dr. Guno, Marcine Warners	A	NI	<u> 17</u>	<i>N</i> /	<i>Ty :</i>	<u>N 1</u>		MI		1.1		
	<u> </u>											

Station WETM-TV State NY Tier FTO 4 Network NBC or Independent Coder HW

I. Programs claimed Oct. 1-Dec. 31, 1995

Title		sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
Captain Planet 10	77	A	A	B	B	B	Α	А	$\mathcal{B}$	Α	B	A	1
BKOT Mice From Mars	801	A	A	$\mathcal{B}$	B	B	A	$\mathcal{Q}$	B	Α	B	B	<b></b>
National Geographic Bill Nye the Science Gry Arctic League Telethon	104	B	B	_A	B	B	_A_	$\mathcal{Q}$	B	Α	B	A	1
Bill Nye the Science Com	110	Α	A	B	B	<u>_</u>	A	0	B	A	B	A	
Arctic League Telethon	111	8	F	A	B	B	_A_	Q	A	B			-
Earthworks	112	B	B	A	B	$\bigcirc$	Α	D	B	A	A	Α	-
	113	B	А	Ą	B	$\omega$	ω,	J	А				
Elmira Christmas Parade		ठ	ハエ	A	<u>_</u>	Φ)	$\omega$	Ø	Α				-
llat så å å i		A	A	B	B	$\mathcal{B}$	A	$\mathcal{Q}$	$\mathcal{O}$	$\mathcal{F}$			
		<u>B</u>	$\mathcal{B}$	A	Α	Q	उ	6	B		-		
Against the Grain Blossom - 38 Special			A	Α	A	D	Ŋ	O	$\mathcal{G}$				~
Charles' Dickens David Consection	eld 4P	B	0	A	Ą	0	B	6	0				
Charles' Dickens David Copperfic	119	B	$\mathcal{B}$	4	B	Ω	B	O	$\overline{\mathcal{O}}$				
			A CANAL COMP POSSIFICATIONS									enterpe de colorio de congrese entermente	
										···			

(9)

FCC License Renewal Files - Coder Forms Station WNYW State NY Network FOX or Independent Tier 1. Programs claimed OCT 1 - DEC 31 - 4th Quarter 1998 (NO DATES LISTED) COVERT FILLER TITLE **FCC** lngth edu prog fulf. sch frq dy tm spec trgt prog prod. def. des. aud clms APUENTURSS IN WONDSKLANDO NH B B NI 1 13 I'M HENSONS DOG CITY 13 B B NI NI 121 NOT JUST THE NEWS ثرم A NI NI ALVIN & THE CHIPMUNKS 0 123 NI NI 13 ANIMANIACS **,2**} NI NI AROUND THE WORLD 13 N B B NI NI BATMAN NI C/& A 3 13 ,V NI BATTLE TOADS 13 13 127 3 BEETLE DUICE A 128 13 A NIT 111 BOBBY'S NOT-UD (2 13 29 13 NI NI BUBSY B B 130 DROOPY MASTER DETECTIVEAL N B ZEK THE CAT NI B 0 N 3 B EEKTHE CAT XMAS SPECIALLY 0 13 B N( B 13 B GULLIVER'S TRAUEL 1 W 145, 0 135/1 13 HUPRICANES NI 1 B B 0 INCREDIBLE CRASH DUMINISM A 3 ITS A WONDERCUL TINY TOOMS IN B B 3 0 A B  $\bigcirc$ LOST IN DINOSAURWORLD B B MERRIE MELODISS A NI A 6 NI THE MOL FAMILY HOLIDAY HOE HOLING B 0 THE MUD FAMILY STALL OF FAME

	F	CC L	icense	Renev	val Fil	les - C	oder I	<sup>?</sup> orms					(2)
Station WNYW State NY		r				<u>×</u>		-		_	ler_RS		
I. Programs claimed OCT 1		050	- 3	t -	yte	~ Q	JAR	TER	_ (	VO 1	DATE	is c	1577
Title		sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
PEPPERMINT ROSE	14~	B	A	A	B	B	B	0	B				~
PETER PAN	143	B	Α	A	B	B	B	0	B		_		
POWER RANGERS	144	21	A	NI		A/E	B	D	B				
SUPER DAUS	145	71	A	NI	B	B	B	0	B				~
SUPER TROLLS	144	NI	A	NI	B	B	B	0	B	-	_		
SO YOU WANT TO BE	\W)	1	A	A	Α	B	B	D	В				
TAZ MANIA	148	MI	A	411	10	2	12	n	12				

PEPPERMINT ROSE	14~	B	A	A	B	B	B	0	B				~
PETER PAN	143	B	A	A	B	B	B	0	B				
POWER RANGERS		2	A	NI	$\subset$	A/E	B	D	B				
SUPER DAUS	145	21	A	21	B	B	B	0	B				V
SUPER TROLLS	196	N(	A	NI	B	B	B	0	15				
SO YOU WANT TO BE	\u\)	B	A	A	Α	2	B		8				
TAZ MANIA	148	NI	Α	71	B	B	B		B			_	L
TINTTUONS	149	NI	A	NI		B 5	B	0	B		رسستان		
TOM & JERRYS KIDS	150	101	A	N(	A	(	C	$\bigcirc$	P)		, <u></u>		
WIZARD OF DE	151	161	A	131	B	(3)	Q.	()	e				
WUDDY NOODPECKER	SIZ THE OWNER WHEN	MI	A	MI	A		Ρ.		<u>p</u> ,				V
X-MEN	453	7	A	171	B	B	3	0	B	_			
BEVERLY (HULS 902/C	154	A	B	B	A	D	B	G	B	and the conference of	1,000,000		XV
	M												15
DIFF'RENT STRUKES	155	A	A	B	B		13	6	<u>E</u> .				1 = 1 = 1 = 1 = 1 = 1 = 1 = 1 = 1 = 1 =
	4					<u> </u>							155
HARRY & THE HANDERS	215	ADV	A	P)	B	<u></u>	B	5	B	_	_		143
MR BELUEDERS	157	A	A	B	B	C	B	س	B		_		120
	· Propherono menorales				angergan ann a familian an Albanda a								1 2
												ļ	7
SIMUSONS	158	A	A	B	А	D	B	5	B				<b>1</b> 1
													,

	_		
Sta	tion	WF	11

State NY

Tier\_\_\_\_

Network\_\_\_\_

or Independent

Coder #W



Title	sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	1
Jake's Attic 159	B	A	A	Z	B	A	D	3	B	_	_	1
Worder Zone 160	$\mathcal{Z}$	A	A	B	B	A	Д	A	B			]_
Bill Nue the Soisons Guys 161	A	A	B	B	B	A	$\mathcal{D}$	B	А	B	A	]~
Captain Planet and the Planetours	A	A	F	A	Α	A	D	B	B	-		
FREIGH FXDERSS W	<u> </u>	A	B	B	B	A	D	CI	A	2		J ~
Freigy Express is Saved by the Bell 164	A	<u>A</u>	6		P.4C	3	6	B		-		~
Animated Classic Showcase	しら	B	A	B	_£>_	13	G	B		_		~
Snow White and the Soven Knight	B	A	Α	A	Α	B	G	B				<b>』</b> ∼
The Golden Feather 161	0	Δ	Α	A	A	B	6	13				
Animated chemic Thomasell	B	<b>R</b>	A	A	A	13	6	E		_		<b>,</b>  ~
Full House 169	Α	A	CAD	? A	D	8	6	10				1
A Different world 10	A	Д	ي	A	B	B	G	B		-		سا
Graving Pains 171	A	4	<u>C</u>	Д	D	B	6	$\mathbb{B}$	_	_		1
<u> </u>				enga i iii i adama	<b>a</b> n e e e e e e e e e e e e e e e e e e e		***************************************	and the second second	en de la companya de	and the same of th		-
						P-2-	***************************************	***************************************				
	····											
											,	
			20,120,000									

Station State N Tier Network or Independent Coder Station State N Tier Network or Independent Coder State N Title Sch Ingth frq dy tin spec trgt prog edu FCC prog des. aud prod. clms def. fulf.

													_
Title		sch	lngth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
KIOS CLUB	172	B	A	A	$\subset$	$\subset$	A	D	B	A	B	C	ŀ
FLYING HOUSE  JOY JUNCTION  SUPERBOOK  QUIGLEY'S VILLAGE  GOSPEL BILL	173	В	A	A	B	B	A	D	B	A	B	13	١
JOY JUNCTION	174	B	A	A	B	B	A	D	B	A	B	B	
SUPERBOOK	175	B	A	A	B	B	A	0	B	A	B	B	1
QUIGLEY'S VILLAGE	176	B	A	A	B	B	A	0	13 B	A	B	B	41
GOSPYL BILL	177	B	A	A	B	C	A	0	B	A	B	B	۱
JOSH MCDOUSLL CIRCLE SQUARE	178	A	A	<u>'</u> C	C	C	A	0	B	A	B	C	r
CIRCLE SQUARE	179	B	A	A	B	B	A	0	R	A	B	C	١,
,													
											<del></del>		4

FCC	License	Kenewai	Files -	Coder	Forms
	$\sim$				

Coder TS Station\_WROC Tier\_\_\_\_\_\_ Network CBS or Independent State\_\_NY\_

Title	sch	Ingth	frq	dy	tm	spec des.	trgt aud	prog prod.	edu clms	FCC def.	prog fulf.	
Beakman's World 18	1. 7	A	В	B	<b>B</b> .	A	D	В	A	A	A	
Captain Planet & the Planeters!	8) A	A	В	В	В	A	D	B	В			
Disnous The Little Mormaid	82 A	A	B	B	B	A	D	В	B			ŀ
CBS Stombreak	33 A	4	В	B	B	A	D	B	A	В	٥	~
Madeline's Christmas	H B	A	A	A	В	A	D	8	A	В	В	<b> </b> \
Babar, "A Child in the snow"	187 B	A	A	A	B	A	D	B	A	B	B	\
CBS Schoolbreak Spec.: "Other Mother	B	B	A	A	<u>C</u>	A	D	B	<u>A</u>	B	B	\
It I Die Betere I wake	10 13	3	A	A	<u></u>	_A	D	В	<u>A</u>	B	B	V
7" Two Teens & A Basy"	18 B	B	A	A	C	A	D	3	A	B	B	
								and the second s				
		HINNEY										
	And the second s											
		<u> </u>										
		and the state of t					<u> </u>					
		and the second s	and the second s									
	_											
								and the second s	and the state of t			
		<u></u>			<b></b>							
·												